



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

EDUCATIONAL COURSE

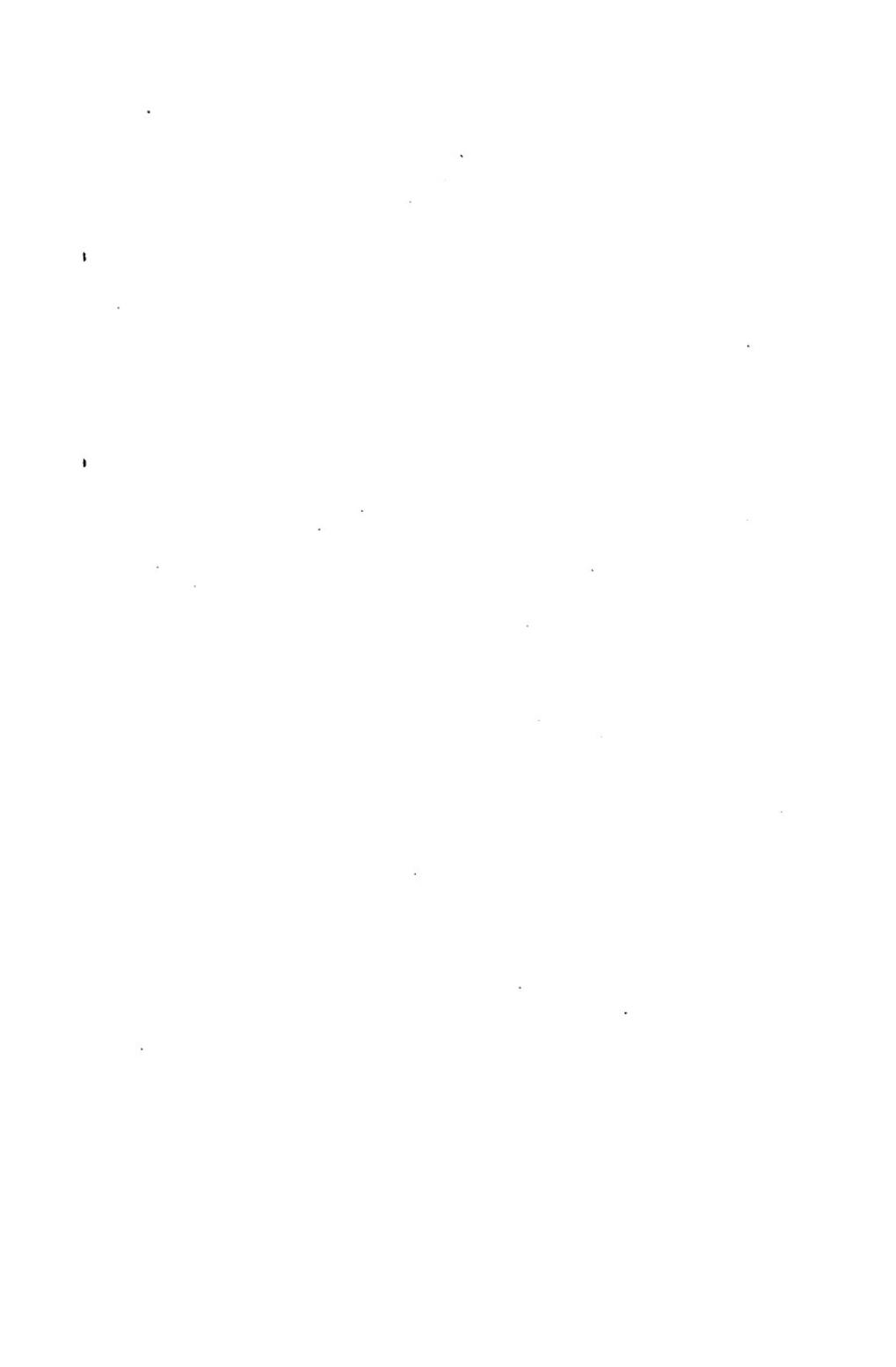
THE
YOUNG STUDENT'S
FIRST READER

ANNE AND MARGARET HUGHES

8987 289
f

3987. f 289







Hughes's Educational Course.

THE YOUNG STUDENT'S FIRST READER.

BY

JOHN R. LANGLER, B.A., F.R.G.S.,

OF THE TRAINING COLLEGE, WESTMINSTER;
AUTHOR OF 'MAIN FACTS OF POPULAR ASTRONOMY,' 'PICTORIAL
GEOGRAPHY,' ETC.

AND

JOSEPH HUGHES, F.R.G.S.,

LATE PRINCIPAL OF POMFRET COLLEGE, PONTEFRACT;
AUTHOR OF 'A PRACTICAL COURSE OF ARITHMETIC,' 'EASY PROBLEMS FOR
YOUNG THINKERS,' 'A SERIES OF MEMORY CARDS,' ETC.

Illustrated by Eminent Artists.

LONDON: HUGHES & CO.,
TUNS PASSAGE, PATERNOSTER SQUARE, E.C.

1879.



P R E F A C E.

To the child already familiar with the forms of the letters, and with their combinations in short words, this *First Reader* will present little or no difficulty. He has acquired the habit of grasping ‘groups of letters ;’ hence even dissyllables of regular construction will not be so perplexing to him as monosyllables which, on account of their irregularity, have to be learnt each by a separate effort.

In this *Reader* the ordinary combinations are gradually introduced, and no lesson contains words whose structure has not been previously exemplified. In following out this plan, the system of word-building indicated in the Primer of this series has been consistently maintained. The Editors think it prudent to reserve to a later stage the chief difficulties of the orthography of our anomalous language.

The matter of the lessons is intended to afford instruction as well as to attract by varied interest ; and the illustrations which enrich the book are from the pencils of the best artists.

The type has been selected with reference to the eyesight of young children, which is so seriously impaired by the constant use of small print.

LONDON, 1st July 1878.

ORDER OF LESSONS.

	PAGE
1. MY NEW BOOK,	5
2. WILLY AND HIS NEW BOOK,	7
3. NAMES OF THE NUMBERS,	8
4. HARRY, MARY, AND BABY,	9
5. LITTLE FANNY'S TUMBLE,	10
6. THE 'TWO' TABLE,	11
7. THE EAGLE : THE KING OF BIRDS,	12
8. TOMMY'S TALK ABOUT HIS NEW PENNY,	14
9. POOR PETER'S PUZZLE,	16
10. THE RIGHT WAY TO SPEAK,	17
11. THE LITTLE KNITTER,	18
12. THE 'THREE' TABLE,	19
13. THE RAINBOW,	20
14. THE RIVER,	23
15. A RUN BEFORE BREAKFAST,	26
16. THE 'FOUR' TABLE,	27
17. PUSS AND THE FOX : A FABLE,	28
18. WORK AND PLAY,	29
19. IN THE GARDEN,	30
20. THE 'FIVE' TABLE,	31
21. THE COW HAS TWO HORNS,	33
22. PRETTY COW,	34
23. TWO BOYS AND THE NUT,	35
24. WASTE NOT, WANT NOT,	36
25. SUMMER AND WINTER,	37
26. THE OAK TREE,	39
27. THE 'SIX' TABLE,	40
28. MY PET PUSSY,	41
29. KICK IT OFF,	42
30. NUMBERS OF ORDER,	43
31. THE LION,	45
32. JAMES WATT, THE THINKING BOY,	47
33. MY LITTLE PONY,	48
34. OUR DUMB PETS,	49
35. MARY'S PET LAMB,	50
36. KATE'S BIRTHDAY,	51
37. THE ROCK THAT WILL BURN,	53
38. SPEAK THE TRUTH ALWAYS,	55
39. WHO STOLE THE BIRD'S NEST?	57
40. THE TWO PARROTS,	60
41. THE LORD'S PRAYER,	62
42. MULTIPLICATION TABLE,	63

FIRST READER.



MY NEW BOOK.

—
OH, ma-ma, look! See my new book!
How nice and clean each page!
And so I mean to keep it clean,
For I am now of age.
 t

My last, in-deed, I now can read
From end to end with ease ;
And this book, .too, I soon shall do,
My dear ma-ma to please.

For I will toil to win her smile,
And be so good a boy
That not a day shall pass a-way
That fails to give her joy.

Yes, dear pa-pa, and dear ma-ma,
And all the rest, shall see
How I will try, and try, and try,
First in my class to be.

Oh, I am glad that, whilst a lad,
I gain so rich a prize ;
For strokes of ink tell what men think,
Good books will make me wise.

Then, hur-rah ! look at this new book
Which I have had to-day !
If it gives joy to girl or boy,
'Hip ! hip ! hur-rah !' I say.

WIL-LY AND HIS NEW BOOK.

ba-by	fun-ny	pa-per	sis-ter
la-dy	pen-ny	ma-ker	let-ter
la-z-y	sor-ry	ba-ker	lad-der
po-ny	mer-ry	po-ker	big-ger
sto-ry	hap-py	ri-der	win-ter
Ma-ry	Wil-ly	wi-ser	sum-mer

1. What is my new book made of?
2. It is made of white pa-per, and each let-ter in it is made with black ink.
3. And how is the pa-per made?
4. Pa-per is made of rags and oth-er things.
5. Oh, how fun-ny! that is fun-ny!
6. Yes, but clev-er men can do it.
7. Can they change ba-by's frock in-to pa-per?
8. Yes, white pa-per is made of white rags; and sis-ter's pin-ny may soon be made in-to pa-per for a let-ter.
9. Well, I think he must be a clev-er

man that can change an old rag in-to
lct-ter pa-per.

10. As Wil-ly gets old-er he will
be wis-er. Per-haps he may be a
pa-per-ma-ker him-self.

NAMES OF THE NUM-BERS.

1 One.	16 Six-teen.
2 Two.	17 Sev-en-teen.
3 Three.	18 Eight-een.
4 Four.	19 Nine-teen.
5 Five.	20 Twen-ty.
6 Six.	25 Twen-ty-five.
7 Sev-en.	30 Thir-ty.
8 Eight.	40 For-ty.
9 Nine.	50 Fif-ty.
10 Ten.	60 Six-ty.
11 El-ev-en.	70 Sev-en-ty.
12 Twelve.	80 Eight-y.
13 Thir-teen.	90 Nine-ty.
14 Four-teen.	100 One Hun-dred.
15 Fif-teen.	1000 One Thou-sand.

HAR-RY, MA-RY, AND BA-BY.

ber-ry	ev-er	fing-er	moth-er
mer-ry	nev-er	long-er	fath-er
Har-ry	clev-er	strong-er	broth-er

1. Har-ry Ber-ry is near-ly sev-en years old. He has a sis-ter just five, and a ba-by broth-er that can hard-ly walk.

2. When his fath-er is a-way at sea, he and Ma-ry help moth-er at home when they can. Near their house are man-y trees. In the hot sum-mer they find a nice sha-dy corn-er, and there they play their fun-ny games.

3. Har-ry is tall-er and strong-er than Pol-ly, but she can car-ry the ba-by. They are both so fond of him, and do all they can to please him.

4. Pret-ty ba-by! hap-py Har-ry!
mer-ry Ma-ry! each with a ro-sy face!

Let us do our du-ty ev-er;
For, if we are la-zy, nev-er
Can we hap-py be or clev-er.

LIT-TLE FAN-NY'S TUM-BLE.

a-ble	cra-dle	ap-ple	lit-tle
ca-ble	nee-dle	pur-ple	ket-tle
sa-ble	can-dle	tem-ple	cat-tle
ta-ble	bun-dle	stee-ple	bot-tle
sta-ble	trun-dle	crip-ple	whis-tle

1. Fan-ny Cas-tle went in-to her un - cle's gar - den to trun - dle her hoop. The poor lit-tle girl had a sad tum-ble. She fell down with her hoop just by an ap-ple tree. She hurt her an-kle ver-y much. She can-not go a sin-gle step with-out a crutch. I am so sor-ry for her.

2. But she is fond of read-ing, and she can use her nee-dle well. Fan-ny is nev-er i-dle. Her un-cle gave her a Bi-ble, and she keeps it on a ta-ble near her. She thinks her Bi-ble the best of all her books. I hope our fing-ers will be as nim-ble as hers.

As she rocks the ba-by in the cra-dle,
she sings 'Twin-kle, twin-kle, lit-tle
star,' and oth-er songs. When Fan-ny
gets bet-ter, she will trun-dle her hoop
a-gain.

THE 'TWO' TA-BLE.

Two times two :: Twice two
are FOUR. $2 \times 2 = 4$. are four.

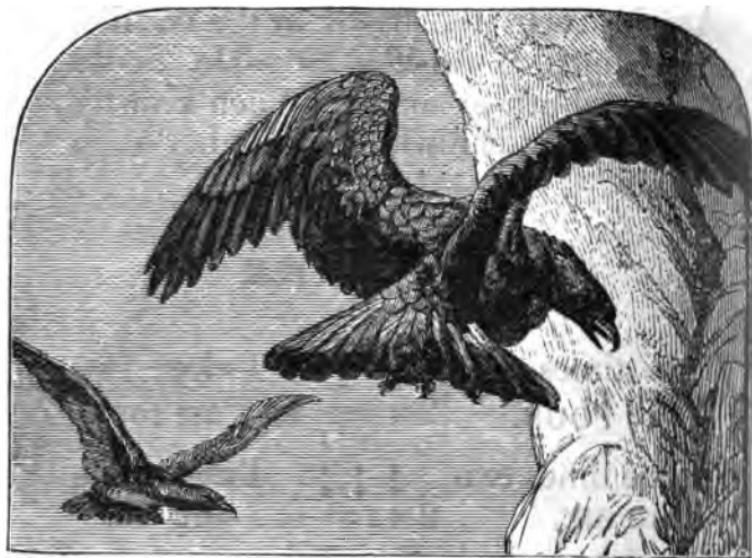
Three times two :::: Twice three
are SIX. $2 \times 3 = 6$. are six.

Four times two ::::: Twice four
are EIGHT. $2 \times 4 = 8$. are eight.

Five times two :::::: Twice five
are TEN. $2 \times 5 = 10$. are ten.

Six times two ::::::: Twice six
are TWELVE. $2 \times 6 = 12$. are twelve.

I see! I see! Twelve pence make
a shil-ling. And a six-pence and a
six-pence make a shil-ling, be-cause
twice six are twelve.



THE EA-GLE : THE KING OF BIRDS.

sigh	sight	fight	light
nigh	night	right	flight
high	might	bright	slight

1. Few birds are as large as the ea-gle. We call him the king of birds.
2. He makes his nest of sticks on lof-ty rocks. His wide wings car-ry him as high as the clouds.

3. His sight is so good that he can gaze at the bright light of the sun.

4. Ea-glet is the name of a lit-tle ea-gle. If the ea-glets in the nest cry for hun-ger, the old bird will look down from his high rock to find food for them.

5. As soon as he can see a sheep or a kid, he will fly down up-on it and fright-en it. But the sheep can-not fight.

6. The ea-gle's wings are so strong that he can fly with the sheep in his claws. Ea-gles are not now oft-en found in our land.

The Eagle is the
king of birds. Eaglet
is the name of a little
eagle.

TOM-MY'S TALK A-BOUT HIS NEW PEN-NY.

1. *Tommy.* Look, ma-ma, un-cle has giv-en me a new pen-ny.
2. *Mama.* How bright it is, Tom-my! Un-cle James is kind.
3. *Tommy.* Yes, and so fun-ny! I think un-cle is a ver-y fun-ny man.
4. *Mama.* Why? what did he say, or what did he do?
5. *Tommy.* He said, 'Here is a cop-per, my boy,' as he threw it to me.
6. *Mama.* He said so, Tom-my, be-cause a pen-ny is made of cop-per.
7. *Tommy.* Cop-per! cop-per! then what is cop-per, ma-ma?
8. *Mama.* It is a met-al which is dug up out of the ground.
9. *Tommy.* Shall I be a-ble to get an-y cop-per in the gar-den?
10. *Mama.* No; cop-per is not found in all parts of this land.
11. *Tommy.* When it is dug up, is cop-per bright like this?

12. *Mama.* Oh no, Tom-my! at first it looks ver-y much like stones.

13. *Tommy.* What do they do to make it so bright?

14. *Mama.* It is melt-ed to take the ston-y parts a-way.

15. *Tommy.* That fire must be hot that can melt cop-per from stones.

16. *Mama.* Yes, it is ver-y hot; and the cop-per, when melt-ed, is quite soft, and can be made in-to an-y shape.

17. *Tommy.* Is my new pen-ny cut out of a flat sheet of cop-per, ma-ma?

18. *Mama.* Yes, Tom-my. It is cut round like a cir-cle.

19. *Tommy.* But how did they make these let-ters on it?

20. *Mama.* The Queen and the let-ters are made by a stamp.

21. *Tommy.* Now, ma-ma, I see why un-cle said, 'Here is a cop-per.'

22. I hope Tom-my will spend his pen-ny in the right way.

Four far-things make one pen-ny

Twelve pence make one shil-ling.

Twen-ty shil-lings make one pound.

POOR PE-TER'S PUZZLE.

Pe-ter	cir-cle	mark-et
cop-per	un-cle	farm-er
let-ters	sad-dle	farm-yard

1. Pe-ter Bright was the son of a farm-er. One day his fath-er told him to drive ten hors-es to mar-ket for sale. Pe-ter count-ed the ten hors-es in the farm-yard, and put a sad-dle on one of them to ride to the town.

2. When he was a lit-tle way from the mar-ket, Pe-ter count-ed his hors-es a-gain to see if the num-ber was right. ‘One, two, three, four, five, six, sev-en, eight, nine.’ He count-ed them ov-er and ov-er a-gain, but the num-ber still was nine.

3. As he was think-ing what to do, his bro-ther James came up to him and said, ‘What is the mat-ter, Pe-ter? you seem sad.’

4. ‘Oh, James! I have lost a horse. I had ten, and now I can on-ly count

nine. I did not see the oth-er run a-way. Have you seen it ?'

5. 'Let me count,' said James. 'These four greys, and those four blacks,—that is eight; the lit-tle pon-y there, nine, and old Bes-sy here, ten. They are all right, Pe-ter.'

6. 'Where? where?' said Pe-ter.

7. 'Why, you are sit-ting on her back.'

8. 'What a goose I must be!' said Pe-ter; 'I did not count Bess.'

9. When we go to mar-ket, we must be a-ble to count. Pe-ter is sharp-er by this time, and will not make such a blun-der a-gain.

THE RIGHT WAY TO SPEAK.

I am.	I was.	I have.
Thou art.	Thou wast.	Thou hast.
He is.	He was.	He has.
We are.	We were.	We have.
You are.	You were.	You have.
They are.	They were.	They have.

THE LIT-TLE KNIT-TER.

knit	knot	knew	know
knit-ter	knock	knife	knows
knit-ting	knock-er	knight	known

1. Kit-ty Knight was near-ly sev-en years old when I knew her. She did not know much, but she was quite right to wish to know more.

2. I oft-en saw lit-tle Kit-ty stand at her moth-er's knee try-ing to hem or knit. She was most fond of knit-ting.

3. When she knew how to use her nee-dles well, it was her wish to knit a pair of socks for her ba-by broth-er.

4. She now and then made knots; and I know that twice her old-er sis-ter had to cut the red wool with a knife.

5. But the socks were soon made, and Kit-ty was much pleased to kneel down and fit them on for the first time.

6. Kit-ty Knight did this be-fore she was a-ble to reach the knock-er of the door.

7. But now she is tall-er, and can knit so well that she is known by all as Kit-ty Knight the knit-ter.

THE 'THREE' TA-BLE.

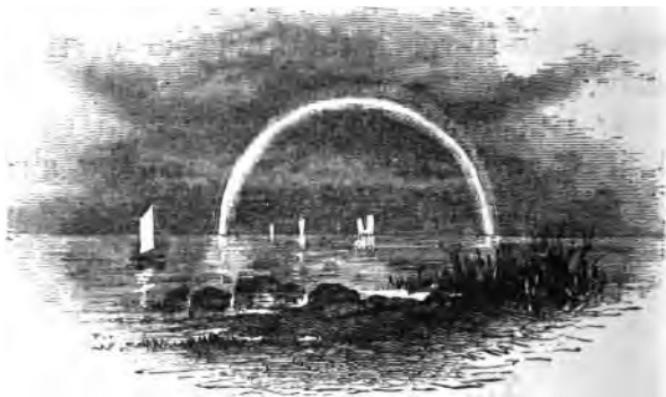
Two times three ∵ ∵ ∵ Three twos
are SIX. $3 \times 2 = 6$. are six.

Three times three ∵ ∵ ∵ ∵ Three threes
are NINE. $3 \times 3 = 9$. are nine.

Four times three ∵ ∵ ∵ ∵ ∵ Three fours
are TWELVE. $3 \times 4 = 12$. are twelve.

Five times three ∵ ∵ ∵ ∵ ∵ ∵ Three fives
are FIF-TEEN. $3 \times 5 = 15$. are fif-teen.

Six times three ∵ ∵ ∵ ∵ ∵ ∵ ∵ Three six-es
are EIGHT-EEN. $3 \times 6 = 18$. are eight-een.



THE RAIN-BOW.

low	own	bil-low	ar-row
sow	sown	pil-low	nar-row
mow	mown	wil-low	bar-row
flow	flown	fel-low	har-row
blow	blown	yel-low	mar-row
grow	grown	mel-low	spar-row
throw	thrown	bel-low	sor-row
show	shown	hol-low	bor-row
snow	snows	shal-low	mor-row

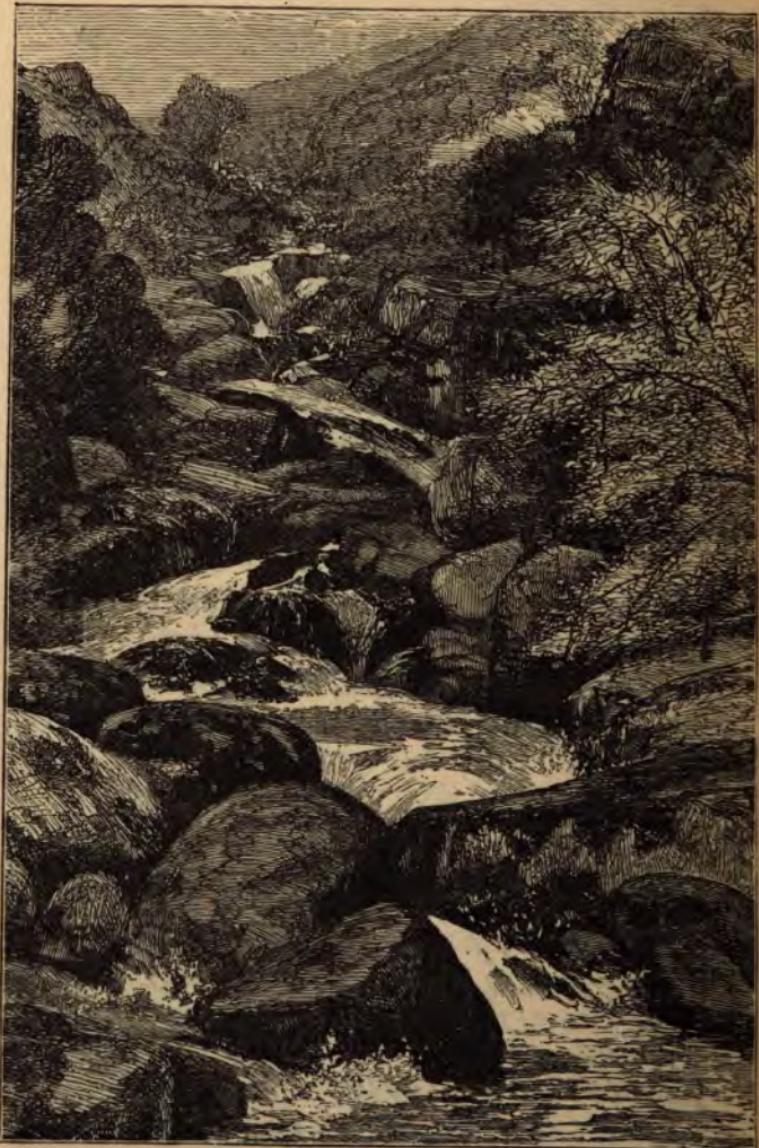
1. Ev-er-y boy and ev-er-y girl likes to look at a rain-bow. It is in-deed a pret-ty sight. Some-times we can see it stretch ov-er the land like a nar-row

arch. Its ends seem to rest on the ground. But oft-en the bright arch is brok-en, and the bow is seen in parts on the black clouds.

2. Rain falls down from the clouds. The light of the sun shines on the drops of rain as they fall. That makes the rain-bow. If the bow is in front, the sun is right be-hind us. The bright-er the light of the sun, the bright-er is the bow.

3. There can be no rain-bow without sun-shine. When the sun is low in the sky, then the bow is high. In a ver-y bright light, two bows are shown. Did you ev-er see them ?

*A rainbow is made
when the sun shines on
falling drops of rain.*



THE RIVER.

THE RIV-ER.

Flow-ing riv-er, ev-er flow-ing
Day and night with-out a pause,
Grow-ing, grow-ing, al-ways grow-ing,
To us chil-dren show the cause.

List-en, I am ev-er sing-ing
While I slow-ly glide a-long,
Wis-dom to you chil-dren bring-ing,
Wis-dom in a sim-ple song.

On the side of yon-der moun-tain,
Ev-er clad in pur-est snow,
As a lit-tle crys-tal foun-tain
I at first be-gan to flow.

Right and left, as I was go-ing,
Oth-er foun-tains joined with me ;
And our wa-ters, al-ways grow-ing,
Trot-ted on right mer-ri-ly.

In a chan-nel, deep and nar-row,
'Midst old moss-grown rocks we sped,
Rush-ing swift-ly, like an ar-row,
Rush-ing to a low-er bed.

When the sum-mer's sun was beam-ing
Strong-est at his noon-tide glow,
Help - ing stream - lets then came
gleam-ing,
Trick-ling from the ice and snow.

But at times it grew so cloud-y
That the sun was hid from sight;
Peals of thun-der, roar-ing loud-ly,
Fol-lowed ev-er-y flash of light.

Hail and rain came with the thun-der,
Swell-ing all our wa-ters so
That the rocks we broke a-sun-der,
For we scarce had room to grow.

Still the rap-id streams were com-ing,
Deep and rap-id, from the rain,
Dash-ing, splash-ing, roar-ing, foam-ing,
Down the hill-side to the plain.

When such tem-pests had blown ov-er,
Oft I saw the cheer-ful bow,
Seem-ing like an arch to cov-er
All the hol-low vale be-low.

Here be-neath the qui-et shad-ows
 Of the wil-lows bend-ing low,
By the side of new-mown mead-ows,
 Much more gent-ly may we flow.

Nois-y bil-lows now no long-er,
 As when shal-low, can there be ;
Wid-er, deep-er, smooth-er, strong-er,
 Roll-ing on-wards to the sea.

All the streams now make one riv-er,
 And my name to all is known.
Will you, chil-dren, will you ev-er
 Quite for-get how I have grown ?

Thank you, thank you, we will ev-er
 Keep in mind the rea-son why
Rain-drops make the might-y riv-er,
 Lit-tle rain-drops from the sky.

We will then your wis-dom bor-row ;
 ‘Know and grow’ is what you say,
‘Much to-day, and more to-mor-row,
 Bet-ter, wi-ser, ev-er-y day.’

A RUN BE-FORÉ BREAK-FAST.

deaf	read	fea-ther	read-y
head	bread	lea-ther	heav-y
breath	spread	hea-ther	pleas-ant
health	in-stead	wea-ther	break-fast

1. The wea-ther in sum-mer is ver-y
pleas-ant. James, Ma-ry, and lit-tle
Har-ry went out for a walk be-fore
break-fast. They did so be-cause it
was good for their health. Kit-ty,
their sis-ter, stayed at home to help
her moth-er. She spread the cloth,
cut up the bread, and boiled the milk.

2. In a-bout an hour the chil-dren
came run-ning back, al-most out of
breath. The break-fast was read-y for
them, and they said they were read-y
for their break-fast. Their good fath-er
said grace. The lit-tle chil-dren had
bread and milk, and the rest had bread
and but-ter in-stead.

3. The fath-er told them a-bout

cof-fee and sug-ar that come from lands thou-sands of miles a-way. He said he might tell them more a-bout the things on the break-fast ta-ble, if he had time, after their most pleas-ant walk.

4. What a good thing to have a health-y bod-y and a wise head ! Can you tell me what is bet-ter ?

THE 'FOUR' TA-BLE.

Twice four are :: :: Four twos are
EIGHT. $4 \times 2 = 8$. eight.

Three times four :: :: :: Four threes
are **TWELVE.** $4 \times 3 = 12$. are twelve.

Four times four :: :: :: :: Four fours are
are **SIX-TEEN.** $4 \times 4 = 16$. six-teen.

Five times four :: :: :: :: :: Four fives are
are **TWEN-TY.** $4 \times 5 = 20$. twen-ty.

Six times four are :: :: :: :: :: :: Foursix-esare
TWEN-TY-FOUR. $4 \times 6 = 24$. twen-ty-four.

PUSS AND THE FOX: A FA-BLE.

pie	pies	spies	spied	re-lies
tie	ties	tries	tried	re-plies
lie	lies	cries	cried	sup-plies
die	dies	dries	dried	de-nies

1. One fine day a fox met a wild cat in the woods. ‘Good mor-ning,’ said Puss; ‘do tell me, please, how to get a-way from the hounds when they come out to hunt. I fear we shall hear their cries ver-y soon, as it is such fine wea-ther.’

2. ‘Oh, I shall not mind their cries. My wit sup-plies me with man-y tricks. I will show you if they come. I have ten times more tricks in my head than you can think of.’

3. ‘A-las, poor me!’ cried Puss; ‘I have but one trick, and if that one will not do I am a lost cat. A-las, poor me!’

4. Just then the blast of a horn sound-ed in their ears. In a mo-ment

Puss was up in a high tree, but the fox ran un-der a bush.

5. The hounds soon spied him, and then the cun-ning fox tried his ten tricks. But he tried in vain.

6. The hounds soon ran him down, and the boast-ing fox died in dis-grace.

'A cat,' cried Puss, 'that on one well-tried trick re-lies,
Is bet-ter than a fox that boasts of
ten and dies.'

WORK AND PLAY.

work
while

things
halves

right
might

nev-er
hap-py

Work while you work,
Play while you play,
That is the way
To be hap-py and gay.

All that you do,
Do with your might;
Things done by halves
Are nev-er done right.

IN THE GAR-DEN.

toe	toes	hoe	hoes	could
foe	foes	woe	woes	would
roe	roes	sloe	sloes	should

1. My fath-er has a ver-y large gar-den. He goes in-to it ev-er-y day, and I oft-en go with him.
2. He takes the spade and fork, but he lets me car-ry the hoe, which is not so heav-y.
3. Some-times I wheel them all in my bar-row, and our dog Joe fol-lows.
4. I should like you to see me at work. I dig a lit-tle now and then, and hoe the weeds that else would soon grow ov-er all the gar-den.
5. Fath-er oft-en cries out, ‘Mind your toes, Tom-my !’ for the spade is not a light tool, and woe to me if I let it fall on my toes !
6. I do so like to help fath-er in the gar-den. In the thick fence of the gar-den are man-y sloe trees.

7. Sloes are small wild plums. I should be ill if I were to eat too man-y sloes.

I told you our dog's name was Joe;
But as you wish my own to know,
Here you may spell it,—

Tommy Roe.

THE 'FIVE' TA-BLE.

Twice five are ::::: Five twos are
TEN. $5 \times 2 = 10$. ten.

Three times five ::::: Five threes
are FIF-TEEN. $5 \times 3 = 15$. are fif-teen.

Four times five ::::: Five fours
are TWEN-TY. $5 \times 4 = 20$. are twen-ty.

Five times five are ::::: Five fives are
TWEN-TY-FIVE. $5 \times 5 = 25$. twen-ty-five.

Six times five ::::: Five six-es
are THIR-TY. $5 \times 6 = 30$. are thir-ty.



THE SQUIRREL.

THE COW HAS TWO HORNS.

The cow has two horns,
And the fish has a gill;
The horse has four hoofs,
And the duck has a bill;
The bird has two wings,
That on high he may sail;
And the lion a mane,
And the squirrel a tail.
They swim or they fly,
They walk or they eat,
With fin or with wing,
With bill or with feet.

But I have two hands,
And five fingers on each,
With joints in each finger,
To hold or to reach.
No birds, beasts, or fishes,
For work or for play,
Have any-thing near-ly
So use-ful as they.

If I do not use them,
And keep them in use,
I might as well stand on
Two legs like a goose.

PRET-TY COW.

dai-sy grow-ing brook-let cow-slip.

Thank you, pret-ty cow, that made
Milk so nice to soak my bread,
Ev-er-y morn and ev-er-y night,
Fresh and warm, and rich and white.

Do not chew the weeds so rank,
Grow-ing there up-on the bank ;
But the yel-low cow-slips eat,
Or the grass so nice and sweet.

Where the low-ly dai-sy grows,
Where the mer-ry brook-let flows,
Where the grass is fresh and fine,
Pret-ty cow, go there and dine.

*From the milk of
the cow we get butter and
cheese.*

TWO BOYS AND THE NUT.

rue	due	hue	who	half
true	sue	blue	whose	calf

1. One warm day in sum-mer, when the sky was blue, and no cloud could be seen, two lit-tle boys went to play un-der the shade of a lof-ty tree. One of them spied a nut on the ground, and ran to pick it up.

2. 'That's mine,' cried the other; 'I saw the nut first. I must have it.'

3. 'No, no! I picked it up; I shall keep it.'

4. 'What is the mat-ter? Why do you speak so loud, both of you? are you an-gry?' said a lad who was walk-ing that way.

5. 'He has my nut, that is why; make him give it to me,' cried one.

6. 'It is not true,' re-plied the other; 'I picked it up, so is it not mine?'

7. Then the old-er lad took the nut

and cracked the shell, and said, 'It is a pit-y you can-not a-gree; but I will set-tle whose it shall be. Who saw it first?'

8. 'I did,' said one. 'I saw it first.'

9. 'Then this half of the shell is for you.'

10. Then looking at the other he said, 'And did you pick it up?'

11. 'Yes, I picked up the nut.'

12. 'Then the other half of the shell is for you. The nut in-side is my due.'

WASTE NOT, WANT NOT.

waste wil-ful wo-ful hun-gry

I must not throw upon the floor
The crust I can-not eat;
For man-y a hun-gry lit-tle one
Would think it quite a treat.

And wil-ful waste brings wo-ful want,
And I may live to say,
'Oh, how I wish I had the bread
That I then threw a-way.'

SUM-MER AND WIN-TER.

1. Which do you like best, sum-mer or win-ter? In sum-mer the days are long, and the wea-ther is warm; but in the short days of win-ter the wea-ther is cold. The trees are full of leaves in sum-mer; but in win-ter the branch-es of most trees are bare.

2. The green grass grows in sum-mer by the heat of the sun and by the rain, and the beasts have food to eat; in win-ter white snow oft-en cov-ers the land, and man-y beasts would die if we did not take care of them.

3. In sun-mer we may run a-bout in the park, or in the woods on the hills, and lis-ten to the birds as they sing; but in win-ter the sing-ing birds have near-ly all flown a-way, and we must have our fun at home.

4. If we do what is right, it does not mat-ter; sum-mer or win-ter we may al-ways be hap-py.



THE OLD OAK.

THE OAK TREE.

arch	bunch	fruit	cher-ry
march	lunch	juice	branch-es
starch	punch	leaves	crook-ed

1. What boy, what girl, has not seen an oak tree? We have man-y kinds of trees in this our land, and we should try to know the names of each of them.

2. All trees are kept a-live by their roots, which we do not see. These oft-en spread out far un-der the soil. The parts of a tree which we can see are the trunk, the branch-es, the leaves, and the fruit.

3. An oak tree may be known by its crook-ed branch-es, or by the shape of its leaf, or by its fruit, which we call the a-corn. We do not eat a-corns, but they are good food for swine.

4. The wood of the oak tree is ver-y hard, and is used to make ships, and man-y other things that need to be

strong. How shall we know the oak tree from an ap-ple tree, or a plum tree, or a cher-ry tree? Let us look at a leaf from each tree. Are the leaves quite a-like?



THE 'SIX' TA-BLE.



Twice six are : : : : : Six twos are
TWELVE. $6 \times 2 = 12$. twelve.

Three times six : : : : : Six threes are
are EIGHT-EEN. $6 \times 3 = 18$. eight-een.

Four times six are : : : : : Six fours are
TWEN-TY-FOUR. $6 \times 4 = 24$. twen-ty-four.

Five times six : : : : : Six fives are
are THIR-TY. $6 \times 5 = 30$. thir-ty.

Six times six are : : : : : Six six-es are
THIR-TY-SIX. $6 \times 6 = 36$. thir-ty-six.

**MY PET PUS-SY.**

pus-sy hurt gent-ly warm

I like lit-tle pus-sy,
Her coat is so warm ;
If I do not hurt her,
She will do me no harm.

I will not pull her tail,
Nor drive her a-way ;
No ! pus-sy and I
Ver-y gent-ly will play.

When she sits by my side,
She shall have of my food ;
And pus-sy will like me,
Be-cause I am good.

KICK IT OFF.

tinge	hinge	range	rail-way
singe	fringe	or-ange	pave-ment

1. Who does not like an or-ange!
I have yet to see the boy or girl who
will not eat a nice ripe or-ange.

2. The pulp or in-side of this fruit
is sweet, and when we are thirst-y its
juice is ver-y pleas-ant.

3. We can eat it all but the pips
and the peel.

4. But look at this poor lame man
who now walks with a stick. Do you
not pit-y him?

5. I will tell you why he has a
wood-en leg.

6. One day he had to car-ry a
heav-y box to the rail-way. Care-
less Har-ry had just be-fore thrown
part of the peel of his or-ange on the
pave-ment. The por-ter trod on the
or-ange peel. He fell un-der his heav-y
load and broke his leg.

7. Care-less Har-ry is ver-y sor-ry now, and he will nev-er for-get the sight of the lame por-ter. When he sees the peel on the path, he kicks it off.

8. And if you have an or-ange, what will you do with the peel?

NUM-BERS OF OR-DER.

1st	First.	7th	Seventh.
2nd	Second.	8th	Eighth.
3rd	Third.	9th	Ninth.
4th	Fourth.	10th	Tenth.
5th	Fifth.	11th	Eleventh.
6th	Sixth.	12th	Twelfth.



THE LION.

THE LI-ON.

jaws	beasts	a-sleep	car-ry
paws	fruit	sup-per	near-ly
claws	bounds	most-ly	fright-ens

1. The ea-gle is the king of birds, but the li-on is the king of beasts.
2. Few oth-er beasts are as strong as the li-on, and his roar fright-ens them and makes them run a-way.
3. In the day-time he is oft-en a-sleep, but in the night he goes out of his den to seek for food.
4. He can-not eat grass or fruit, and he may have to roam a long way to find his sup-per.
5. His paws are soft, and like those of a cat; they have al-so sharp claws.
6. He makes lit-tle noise as he walks, and he jumps or bounds on his prey.
7. He has great sharp teeth, and his neck is so strong that he can car-ry off a sheep or a po-ny near-ly as big as him-self.

8. The mane of the li-on is ver-y long, and the hair is most-ly brown, oft-en near-ly black.

9. Li-ons are found in lands where it is hot; and those who have sheep must take care of them by night as well as by day.

10. What good lad took a sheep from a li-on's jaws? His name is in the Bi-ble.

*Twelve make a dozen,
And twenty a score,
Of nuts or of apples,
Who could want
more?*

JAMES WATT, THE THINK-ING BOY.

be-gan	burn-ing	larg-er
for-get	shin-ing	hard-ly
him-self	hiss-ing	quick-ly

1. A lit-tle boy sat by the side of the fire one cold day to warm him-self. The flames of gas which came out of the burn-ing coal shed a bright light ov-er the room.

2. The ket-tle which stood on the fire soon be-gan to sing. White clouds came from its shin-ing spout and made a hiss-ing noise. The loose lid rose and fell quick-ly, and lit-tle James tried to stop it with a stick.

3. 'Why is this?' said he to him-self. 'What lifts the lid of the ket-tle so? I can hard-ly press it down. Ah! I think I know. It must be the steam in-side. More steam in a larg-er ket-tle would be strong-er still.'

4. So James sat think-ing how he

might make steam lift and drag instead of men and hors-es; and by think-ing he soon found out the way.

5. When you see a train on the rail-way, nev-er for-get James Watt who sat think-ing by the fire-side.

6. Do you ev-er think a-bout what you see and hear?



MY LIT-TLE PO-NY.

sto-ny smooth stum-ble grum-ble

Hop, hop, hop !
Go and nev-er stop ;
Where 'tis smooth and where 'tis sto-ny,
Trot along, my lit-tle po-ny ;
Go and nev-er stop,
Hop, hop, hop, hop, hop !

Hey, hey, hey !
Go a-long, I say ;
Don't you kick and don't you stum-ble,
Don't you tire and don't you grum-ble ;
Go a-long, I say,
Hey, hey, hey, hey !

OUR DUMB PETS.

lamb	limb	comb	dumb	young
lambs	limbs	combs	crumb	called

1. Lambs, you know, are young sheep. Ver-y lit-tle lambs are called lamb-kins. How hap-py they seem as they skip a-bout! Do you know a lit-tle girl who has a pet lamb?

2. A cow when young is called a calf. I knew a boy who had a pet calf, and used oft-en to feed him out of his hand; but when the calf's horns grew, he would be a pet no long-er.

3. A kid is a young goat. Kids climb up steep rocks aft-er the goats, where we dare not go. Chil-dren oft-en make pets of kids.

4. A young cat is a kit-ten. Is your pus-sy white, or black, or tab-by? or has it brown spots or stripes?

5. A young fowl is called a chick or chick-en. We like to feed the lit-tle

chick-ens with our crumbs. The cock struts a-bout as if he were proud of the red comb on the top of his head.

6. A young duck is a duck-ling, and a lit-tle goose is a gos-ling.

7. A lamb or a kid can bleat, a calf can low, a kit-ten can mew, a duck can quack, a cock can crow, and a goose can cack-le. But as not one of them can speak, we call them all dumb.

MA-RY'S PET LAMB.

Ma-ry had a lit-tle lamb
With fleece as white as snow,
And ev-er-y-where that Ma-ry went
The lamb would al-so go.

Oft he would run to her and lay
His head up-on her arm ;
' I'm not a-fraid,' he seemed to say,
' You keep me from all harm.'
' What makes the lamb love Ma-ry so ?'
The lit-tle chil-dren cry.
' Oh ! Ma-ry loves the lamb, you know,'
Their teach-er did re-ply.

KATE'S BIRTH-DAY.

years	large	cry-ing	birth-day
blue	smiled	sis-ter	post-man
frock	months	won-der	Lon-don

1. *Uncle.* When was your birth-day,
my lit-tle girl?

2. *Kate.* Last month, un-cle. I was
six years old.

3. *Uncle.* Did you have a par-ty, Kate?

4. *Kate.* Yes, un-cle; and aft-er tea
we had such fun with our dolls, and
with nuts and fruit. Thank you, un-
cle, for the cry-ing doll you sent me.

5. *Uncle.* I hope YOU did not cry,
Kate? How man-y came to tea?

6. *Kate.* Oh no, un-cle! I did not
cry. We were six at tea; and all of
us were so ver-y hap-py.

7. *Uncle.* Now, Kate, tell me how
man-y months make one year?

8. *Kate.* Twelve, un-cle. Twelve
months a-go I was on-ly five years old.

9. *Uncle.* Right, Kate. How man-y
months old are you?

10. *Kate.* I know, un - cle. Six twelves are sev-en-ty-two. I am now near-ly sev-en-ty-three months old.

11. *Uncle.* Well done, Kate! you are right a-gain. Your fath-er and moth-er must be glad to have a lit-tle girl who can count so well.

12. *Kate.* In the morn-ing, un-cle, I had such a large let-ter by post from sis-ter Ma-ry. The post-man smiled when he gave it to me.

13. *Uncle.* He did not know that lit-tle Kate could read a let-ter.

14. *Kate.* Sister sent me such a pret-ty blue dress for my doll.

15. *Uncle.* It was kind of dear Ma-ry, to think of your birth-day. I saw her when I was in Lon-don.

16. *Kate.* Ah! uncle, now I have found out a se-cret. Sis-ter saw my doll, I think, in Lon-don be-fore me. I did won-der so much how she made the pret-ty frock to fit so well. Am I right?

17. *Uncle.* Ha! ha! my dear, she will soon come to tell the se-cret her-self. Home, home! no place like home!

THE ROCK THAT WILL BURN.

done	talk	rocks	rail-way
none	walk	trains	sun-shine
some	chalk	smoke	steam-boats

1. Some rocks are hard, and some are soft. There are white rocks and black rocks. Some are red, some are blue, and oth-ers brown or yel-low. Man-y chil-dren have seen high hills of chalk rock, which is white. But the black rock that will burn is known by all.

2. Down in deep mines, far un-der the ground, men dig it out. Their work must be done by the light of lamps. The sun nev-er shines in such deep pits.

3. Trains by the rail-ways, and ships by sea, car-ry this black rock to those parts where it is not found. What should we do with-out it?

4. It helps to cook our food and

make us glad. To warm us in cold wea-ther, it turns quite red and sends out flames and smoke. Ah ! is it not of more use than gold ?

5. Who knows the name of the black rock that will burn ?

*Those who tell lies
for fun will not be trusted
even when they speak
the truth.*

Never tell a lie.

SPEAK THE TRUTH AL-WAYS.

ought	aught	wolf	shout-ed
nought	naught	wolves	cry-ing
bought	taught	work	work-ing
thought	caught	trick	watch-ing

1. Fritz was a-bout twelve years old. He lived in a land where there are wild beasts. His fath-er had a flock of sheep which he kept on the oth-er side of the hill. A hun-gry wolf would now and then come and steal a lit-tle lamb for his din-ner.

2. One fine day Fritz was set to watch the flock as his fath-er was a-way from home, but his men were work-ing in the gar-den. He was told to shout if he saw a wolf, and the work-men would then come to help him.

3. Af-ter watch-ing a long time, as no wolf came, Fritz thought he would play a trick. So he ran to the top of the hill and shout-ed, ‘Wolf! wolf!

wolf!' The work-men left their tools and a-way they ran as fast as they could.

4. But there was no wolf there to be caught. Fritz thought it was a fine trick, but the men did not think so at all. About an hour af-ter, Fritz a-gain shout-ed at the top of his voice, 'Wolf! wolf!'

5. The men made haste to save their mas-ter's flock ; but no wolf could be seen, and they went back to their work an-gry at the trick. But soon they saw Fritz a-gain on the brow of the hill run-ning and cry-ing out loud-ly, 'Wolf! wolf! wolf!' but the men would not stir, and kept at their work.

6. Ah ! this time it was no joke. The wolves in-deed had come, and be-gan to kill the sheep and fright-en Fritz out of his wits. But no one tried to help him ; and man-y of his fath-er's sheep were lost be-cause Fritz had told a lie.

WHO STOLE THE BIRD'S NEST ?

thief	learn	wisp	rob-in
chief	heard	lis-ten	red-breast

'To-whit! to-whit! to-whee!
Will you lis-ten to me?
Who stole four eggs I laid,
And the nice nest I made?'

'Not I,' said the cow. 'Moo-oo!
Such a thing I nev-er do.
I gave you a wisp of hay,
But did not take your nest a-way.
Not I,' said the cow. 'Moo-oo!
Such a thing I nev-er do.'

'Bob-a-link! bob-a-link!
Now, what do you think?
Who stole a nest a-way
From the plum tree to-day?'

'Not I,' said the dog. 'Bow-wow!
I would not be so mean, I vow.

I gave hairs the nest to make,
But the nest I did not take.
Not I,' said the dog. ' Bow-wow !
I would not be so mean, I vow.'

' Coo-coo ! coo-coo ! coo-coo !
Let me speak a word too.
Who stole that pret-ty nest
From lit-tle Rob-in Red-breast ?'

' Not I,' said the sheep. ' Oh no !
I would not treat a poor bird so !
I gave the wool the nest to line,
But the nest was none of mine.
Ba-a, ba-a,' said the sheep. ' Oh no,
I would not treat a poor bird so !'

' Caw, caw ! ' cried the crow,
' I should like to know
What thief took a-way
A bird's nest to-day ?'

' Chuck, chuck ! ' said the hen,
' Don't ask me a-gain.
Why, I haven't a chick
Would do such a trick.

We all gave her a feath-er,
And she wove them to-geth-er.
I would scorn to in-trude
On her and her brood.
Chuck, chuck ! ' said the hen,
' Don't ask me a-gain.'

' Chirr-a-whirr, chirr-a-whirr,
We will make a great stir !
Let us find out his name,
And all cry, " Fie for shame!"'

' I would not rob a bird,'
Said lit-tle Ma-ry Green.
' I think I nev-er heard
Of an-y-thing so mean.'
' Tis ver-y cru-el, too,'
Said lit-tle Al-ice Neel;
' I won-der if he knew
How sad the bird would feel ? '

A lit-tle boy hung down his head,
And went to hide be-hind the bed.
For he stole that nest
From the Ro-bin Red-breast ;
And he felt so much shame
That he did not tell his name.

THE TWO PAR-ROTS.

par-rot	scream	brought	slow-ly
morn-ing	beak	quite	qui-et
hun-dreds	speak	taught	fish-es

1. Ev-er-y land has its own birds, beasts, and fish-es. A few of them live where it is al-ways cold, and where the snow lies thick up-on the ground. But most birds like to live where it is warm, and some are fond of ver-y hot wea-ther. When win-ter comes, man-y birds fly hun-dreds of miles to seek a war-mer home, but they come back to visit us a-gain in the sum-mer.

2. Par-rots are brought to us from o-ver the sea. They can-not live un-less they are kept warm. Their pret-ty fea-thers please us, and we like to see them roll and swing a-bout in the cage. But who likes to hear them scream? Yet some par-rots can be taught to say words.

3. A par-rot is oft-en called Poll or Pol-ly. I have two ver-y pret-ty par-rots. One of them is a nois-y bird. She seems to like to hear her own voice. ‘ Ha ! ha ! ha ! ’ ‘ Good morn-ing ! ’ ‘ Poor old Pol-ly.’ ‘ That is a good boy.’ ‘ What o’clock ? ’ ‘ Kiss poor Poll.’ ‘ Be off, be off.’ These are the words which she says a-gain and a-gain, and all the day long.

My oth-er Pol-ly is a grey par-rot with a bright red tail. She looks quite wise as she sits up-on her perch. She is so qui-et; and she will not oft-en speak. Yet she can say six words; and what do you think they are? If we say, ‘ How do you do ? ’ or ‘ Good morn-ing,’ or ‘ What time is it, Pol-ly?’ or ‘ Why do you not talk ? ’ she will not scream. She just lifts one claw as high as her beak, and then says slow-ly,

‘ I DO NOT SPEAK, BUT THINK.’

But does she think? Boys and girls can-not think much if they know no more than six words.

THE LORD'S PRAYER.

Our Fa-ther which art in heav-en,
Hal-low-ed be Thy name.
Thy King-dom come.
Thy will be done in earth as it is in
heav-en.
Give us this day our dai-ly bread.
And for-give us our tres-pas-ses as
we for-give them that tres-pass
a-gainst us.
And lead us not in-to tempt-a-tion,
But de-liv-er us from e-vil.
For Thine is the king-dom, and the
pow-er, and the glo-ry, for ev-er.
Amen.

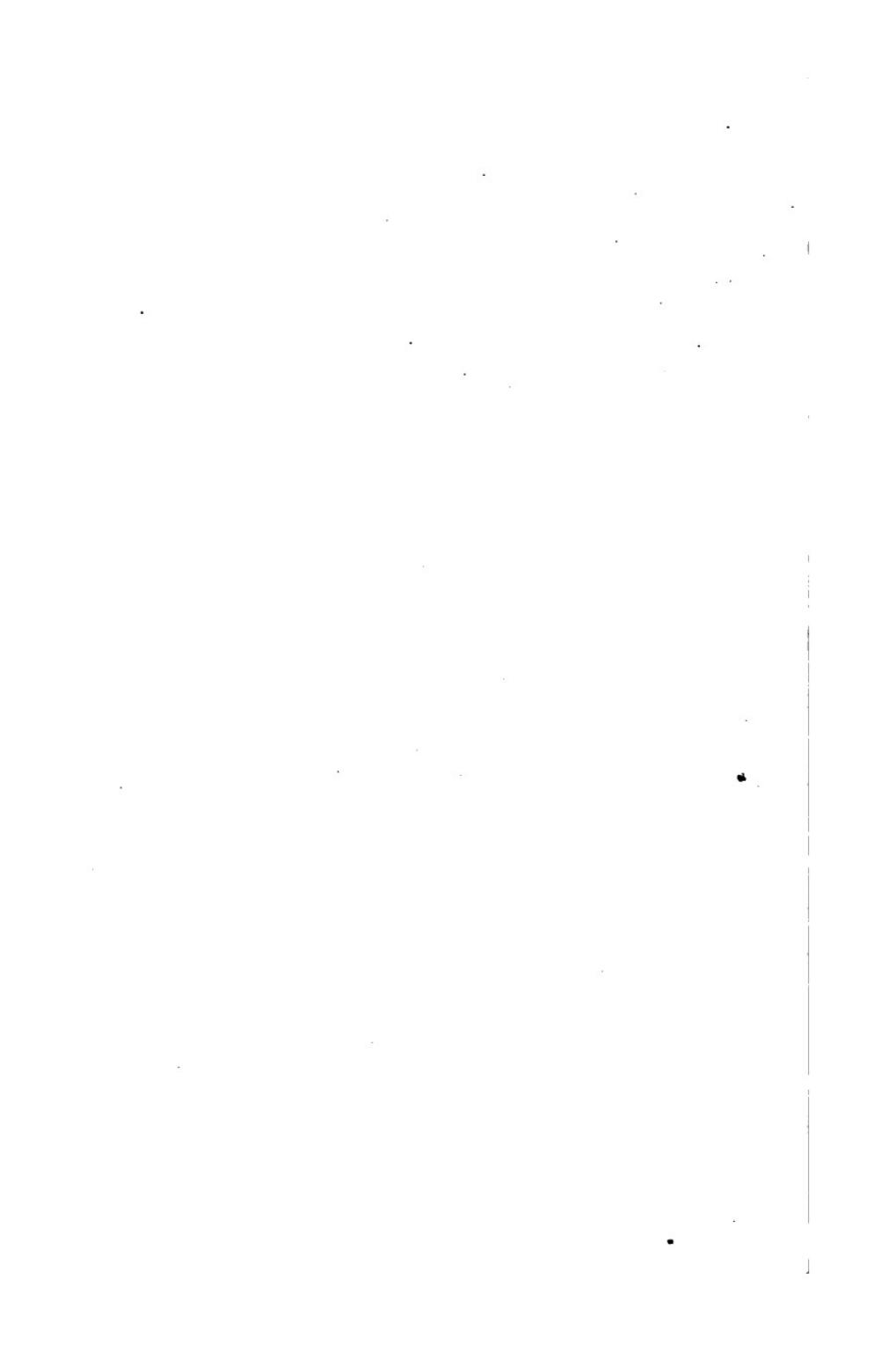
MULTIPLICATION TABLE.

<u>TWO.</u>	<u>THREE.</u>	<u>FOUR.</u>	<u>FIVE.</u>	<u>SIX.</u>	<u>SEVEN.</u>
$2 \times 2 = 4$	$3 \times 2 = 6$	$4 \times 2 = 8$	$5 \times 2 = 10$	$6 \times 2 = 12$	$7 \times 2 = 14$
$2 \times 3 = 6$	$3 \times 3 = 9$	$4 \times 3 = 12$	$5 \times 3 = 15$	$6 \times 3 = 18$	$7 \times 3 = 21$
$2 \times 4 = 8$	$3 \times 4 = 12$	$4 \times 4 = 16$	$5 \times 4 = 20$	$6 \times 4 = 24$	$7 \times 4 = 28$
$2 \times 5 = 10$	$3 \times 5 = 15$	$4 \times 5 = 20$	$5 \times 5 = 25$	$6 \times 5 = 30$	$7 \times 5 = 35$
$2 \times 6 = 12$	$3 \times 6 = 18$	$4 \times 6 = 24$	$5 \times 6 = 30$	$6 \times 6 = 36$	$7 \times 6 = 42$
$2 \times 7 = 14$	$3 \times 7 = 21$	$4 \times 7 = 28$	$5 \times 7 = 35$	$6 \times 7 = 42$	$7 \times 7 = 49$
$2 \times 8 = 16$	$3 \times 8 = 24$	$4 \times 8 = 32$	$5 \times 8 = 40$	$6 \times 8 = 48$	$7 \times 8 = 56$
$2 \times 9 = 18$	$3 \times 9 = 27$	$4 \times 9 = 36$	$5 \times 9 = 45$	$6 \times 9 = 54$	$7 \times 9 = 63$
$2 \times 10 = 20$	$3 \times 10 = 30$	$4 \times 10 = 40$	$5 \times 10 = 50$	$6 \times 10 = 60$	$7 \times 10 = 70$
$2 \times 11 = 22$	$3 \times 11 = 33$	$4 \times 11 = 44$	$5 \times 11 = 55$	$6 \times 11 = 66$	$7 \times 11 = 77$
$2 \times 12 = 24$	$3 \times 12 = 36$	$4 \times 12 = 48$	$5 \times 12 = 60$	$6 \times 12 = 72$	$7 \times 12 = 84$

MULTIPLICATION TABLE—*continued.*

<u>EIGHT.</u>	<u>NINE.</u>	<u>TEN.</u>	<u>ELEVEN.</u>	<u>TWELVE.</u>
$8 \times 2 = 16$	$9 \times 2 = 18$	$10 \times 2 = 20$	$11 \times 2 = 22$	$12 \times 2 = 24$
$8 \times 3 = 24$	$9 \times 3 = 27$	$10 \times 3 = 30$	$11 \times 3 = 33$	$12 \times 3 = 36$
$8 \times 4 = 32$	$9 \times 4 = 36$	$10 \times 4 = 40$	$11 \times 4 = 44$	$12 \times 4 = 48$
$8 \times 5 = 40$	$9 \times 5 = 45$	$10 \times 5 = 50$	$11 \times 5 = 55$	$12 \times 5 = 60$
$8 \times 6 = 48$	$9 \times 6 = 54$	$10 \times 6 = 60$	$11 \times 6 = 66$	$12 \times 6 = 72$
$8 \times 7 = 56$	$9 \times 7 = 63$	$10 \times 7 = 70$	$11 \times 7 = 77$	$12 \times 7 = 84$
$8 \times 8 = 64$	$9 \times 8 = 72$	$10 \times 8 = 80$	$11 \times 8 = 88$	$12 \times 8 = 96$
$8 \times 9 = 72$	$9 \times 9 = 81$	$10 \times 9 = 90$	$11 \times 9 = 99$	$12 \times 9 = 108$
$8 \times 10 = 80$	$9 \times 10 = 90$	$10 \times 10 = 100$	$11 \times 10 = 110$	$12 \times 10 = 120$
$8 \times 11 = 88$	$9 \times 11 = 99$	$10 \times 11 = 110$	$11 \times 11 = 121$	$12 \times 11 = 132$
$8 \times 12 = 96$	$9 \times 12 = 108$	$10 \times 12 = 120$	$11 \times 12 = 132$	$12 \times 12 = 144$





1



